

**INDIANA DUNES NATIONAL LAKESHORE
LONG RANGE INTERPRETIVE PLAN
FOUNDATION WORKSHOP, Day 1
March 3, 2010
WORKSHOP NOTES**

Introduction. The first session of the Foundational Elements workshop of the Long Range Interpretive Planning Process (LRIP) for Indiana Dunes National Lakeshore was held 9:00 a.m.-4:00 p.m. on Wednesday, March 3, 2010, at the Indiana Dunes Environmental Education Center.

Participants. Participants included:

Indiana Dunes National Lakeshore
Chicago Wilderness
Shirley Heinz Land Trust
Porter County CRVC
Dunes Learning Center
Chicago Astronomical Society
DLC Board
Field Station Cooperative Preschool
National Parks Cons. Assn.
Friends of Indiana Dunes
Portage Parks
South Shore Convention and Visitors Authority
Historic Landmarks Foundation of Indiana

Developing sets of significance statements. Park significance statements describe the distinctiveness of the combined resources of a park. The statements can reflect natural, cultural, scientific, recreational, inspirational, and other resources. They embody the power of the place, and describe the stories that can be told at the site and nowhere else. They summarize the importance of the park's resources to our natural and cultural heritage. Significance may evolve over time as a result of discoveries and updates to knowledge about the place.

The group drafted the following potential significance statements. At the workshop Day 2, each will be evaluated against established criteria in order to determine its validity in describing INDU significance.

1. Dune succession was first described at Indiana Dunes, and the park remains the textbook example, with all stages of dune succession visible within a short distance.
2. Henry Cowles, a botanist from the University of Chicago, published an article entitled "Ecological Relations of the Vegetation on Sand Dunes of Lake Michigan," in the Botanical Gazette in 1899 that established Cowles as the "father of plant ecology" in North America and brought international attention to the intricate ecosystems existing on the dunes. The process of unlocking the mysteries of the Indiana dunes that began in the late 1800s with Dr. Cowles continues today, as does his tradition of using Indiana Dunes as a Laboratory of Learning.
3. Indiana Dunes NL's land forms constitute the best place to see and tell the story of the formation of the Great Lakes and intercontinental glaciation.
4. The proximity of a wide variety of habitats, including lake, shore, dunes, wetland, bogs, fens, marshes, woodlands, climax forest, prairies, oak savannah, and rivers, at Indiana Dunes National Lakeshore provides visitors with an unusual opportunity to observe ecological diversity within a single park.
5. Indiana Dunes NL is an ecological crossroads for plant diversity, featuring an outstanding 1,400 different plant species within its 15,000 acres, many in unique combinations.
6. Indiana Dunes NL, the scene of intensive public interest and passion regarding its preservation for over 100 years, demonstrates the national struggle between the needs of industry and those of conservation, reflects the historical national and state park preservation movement, and serves as both model and "cautionary tale" in the field of resource preservation.

7. Indiana Dunes NL reflects 10,000 years of the interaction between humans and nature.
8. The park contains an unbroken, linear continuum of buildings that demonstrate 160+ years of the history of the single family dwelling in America.
9. An historic glider flight at Indiana Dunes by engineer Octave Chanute signaled the coming dawn of the age of aviation.
10. Indiana Dunes NL, in effect among the first urban initiative parks, provides opportunities for millions of urban dwellers to experience outstanding and varied outdoor recreational activities within a few miles of their homes, and marks a pioneering effort in the “Parks to the People” movement.

Issues and influences. The park’s stakeholders helped articulate a list of issues that will need to be considered as planning continues.

Access and boundaries. The park is a “crazy quilt” of discontinuous properties with boundaries that are not readily evident. The park does not offer a strong “sense of place,” not to mention clearly defined points of entry. As a result, visitors 1) can’t easily find their way to park features, and 2) quite often do not know they are in the park.

Community. While many stakeholders expressed a strong spiritual and emotional connection to the park, others reported that some members of the local community have no idea of the nearby presence of a national park.

Branding. The park brand is almost nonexistent, virtually indistinguishable from Indiana Dunes State Park.

- Local place names predate founding of the park, so people in the community refer to park segments by their traditional names in the community, rather than using the park-approved terms.
- The issue is not attracting more visitors, because the park is near capacity as it is. The issue is helping current visitors understand the park and what it is.
- People think of INDU solely as a beach venue, and are unaware of its other important recreational and educational values.
- Number one question at local CVB: where are the dunes?
- The diversity of potential park experiences is both its strength and its challenge.

Signage and wayfinding. Efforts are underway to improve wayfinding, but existing signage is inadequate to direct visitors to critical park features.

Bus tours. Since the park has no single access point, it is possible neither to count nor to levy the required fee from tour buses entering the area. Buses are unwelcome and even illegal in certain parts of the park.

School field trips. As is true throughout the nation, factors including funding shortages and more intensive classroom curriculum requirements brought about through the No Child Left Behind (NCLB) legislation have made field trips much less likely. Yet children represent the park’s future audience.

Audiences. The group brainstormed a list of underserved, under-represented audiences. These include:

- Senior citizens
- Minorities
 - Often do not feel welcome
 - Cost of visit thought to be prohibitive
 - Note that African Americans are visiting historic parks in increasing numbers (but not nature venues)
- People who live in poverty
- People without automobiles
- Not just kids, but their parents as well.
- Bus tours
 - Especially multi-generational bus tours (on the rise?)
- Single adults
- Local people - use outreach to high schools, outlet malls, etc.
- Multilingual/Multicultural
- Bicycle groups/clubs
- Boating groups/clubs

- Hiking groups/clubs
- Birding groups/clubs
- Canoeing groups/clubs
- Autumn leaf peepers
- Cabela/Bass Pro Shop patrons - establish a presence there?
- Volunteer tourism/Eco tourists
- Girls & Boys Clubs
- Indigenous people
- Churches and the YMCA
- Leaders of Industry
- Corporate groups (Example: Starbucks and Target have incentives to encourage employee volunteer programs)
- Incarcerated/work release (return to society)
- Unemployed (as volunteers to keep their resumes alive)
- Media and travel writers
- International visitors
- Hang glider pilots
- Star gazers
- College level interns

Ideas to save for later.

School programs.

- Marketing directly to teachers is critical.
 - Participate in in-service or new teacher orientation programs?
- Teachers must be closely involved in curriculum development to ensure programs are both realistic and useful.
 - Create (informal?) volunteer teacher advisory group?
 - Increases teacher “word-of-mouth”
 - Help teachers develop self-guiding curriculum materials.
- Emphasize park experiences that involve hands-on activities and “doing things:” skiing, habitat restoration, citizen science, volunteering, create YouTube videos about the park, etc.
- Fee waivers for field trips might attract more teachers, but arranging them is cumbersome.
- INDU staff capacity remains an issue.
- More technology, web-based education and distance learning strategies may allow the park to bring educational programs to the classroom.
- Offer teacher training workshops to fulfill in-service requirements.
- Work with “pre-teachers” from 3-4 surrounding universities, both to develop curriculum materials, and to make them aware of INDU’s educational resources.
- (Eventually) bike trails will link the community with the park. Encourage school classes to ride their bikes to the park, perhaps with backpacks and an overnight stay.
- Consider partnerships like that of Portage Parks Department at Lakeside Pavilion?
- Offer community service opportunities for high school students?

Branding the park.

- Find interpretive links that invite visitors to tour the park as a single entity, for example, a driving tour featuring park architecture or ecological zones.
- Create an interactive map for web presentation and perhaps in a visitor venue that would encourage visitors to see the park as a whole.
- Wayfinding must be improved to indicate to visitors when they are in the park.
- Create self-guiding opportunities that are available after hours: kiosks, cell phone tours, GPS-guided tours, FM radio, iPhone applications.
- Install large, colorful INDU banners in the 15 nearby towns.
- Distribute rack cards to tourism information centers.
- Seek corporate (casino?) support for a stronger outside-the-park signage and identification program.

- Indiana DOT has a particular interest in new signage at the INDU area at this point in time.
- Use the existing Visitor Center more effectively to promote the park brand and establish a park-wide interpretive approach. There is no place in the park that pulls the whole story together. Current VC, owned and operated by the county with NPS as tenant, is underutilized as an interpretive venue.

Community relations.

- Work with local businesses who could promote the park.
- Make park resources available to area businesses.
- Offer free after school programs.
- Outreach to realtors, making sure they have information about INDU to disseminate to prospective home buyers.
- Outreach to community organizations like Rotary, chambers of commerce, etc.
- Improve communication with local tourism promotion organizations; provide program information to their event calendars.
- Ask for support.
- Can stakeholders create a new 501(c)3 or networks or partnerships to support and ask for support on behalf of the park?
- Interpretation can become a link to the community, but park needs to seek out and approach the community, rather than waiting for the community to come to the park.

Reaching urban markets.

- Advocate for bikes on the train.
- Advertise accessibility by bus and train.
- Volunteers, including young people, can travel to the park by public transportation.

Program ideas.

- Kites, gliders, stars, meteors, night sky, night walks, etc.
- Competitions like sponsored Hike-a-thons as fund-raisers that offer prizes
- Emphasize “extreme sports” to younger visitors, aggressively marketed in their own language and media.

INDIANA DUNES NATIONAL LAKESHORE LONG RANGE INTERPRETIVE PLAN FOUNDATION WORKSHOP, Day 1 March 3, 2010 WORKSHOP HANDOUTS

- 1) Developing the Set of Significance Statements**
- 2) Compilation of Legislation**
- 3) Developing the Set of Audiences for the Program**

Developing the Set of Significance Statements

Resource Importance

Significance is usually rooted in enduring resource characteristics. The significance of places and things is embedded in their tangible and intangible characteristics: elements that are so attractive, interesting, and engaging that people choose to experience them time and again. At the same time, it's true that a cultural context always plays a role when societal values are described or acted upon. Accordingly, some aspects of the significance that society places on a site may evolve over time as a result of discoveries or other updates to knowledge about the place, events, people, and things, or if the values of society change in relation to the site's specific meanings, as represented by its resources. Nevertheless, such a place usually embodies a core importance that endures through time.

Describing Significance

The heritage resources of the park must be described in such a way that a common understanding (consensus) of the significance of these resources can be reached among those who have a stake in the resources of the place. This is crucial if responsible management of the resources is to occur. Almost all

management actions, across all park functions, are derived from this common understanding and the mission to perpetuate the associated attributes of the resources.

Every organization that offers heritage interpretation describes, in some way, the importance of the places, events, people, and things that relate to their park. Significance descriptions can often be found in enabling legislation, a charter, mission statement, foundational statement, general management plan, or master plan. This description is most useful when it is more than just a resource list — when it includes relevant context that makes the items on such a list meaningful to the reader.

Such a description of resources is characteristically formatted as a set of *significance statements*. Significance statements, taken together as a whole, serve to describe the distinctiveness of the combined resources of the park, including natural, cultural, inspirational, scientific, historic, recreational, and other aspects. They include tangible and intangible characteristics and the context in which these characteristics are embedded. In most organizations, the mission of the organization and the set of significance statements combine to focus management actions and operations on the preservation and enjoyment of those attributes that most directly contribute to the importance of the place.

Questions to Assure Quality

- Do the statements *clearly describe* the importance of resources (using enough detail, but not too much detail)? Are they understandable?
- Do the statements go beyond just a listing of significant resources and *include context* that makes the facts meaningful?
- Do the statements reflect current scholarly inquiry and interpretation, including changes that might have occurred since the park's establishment?
- Do the statements describe why the park's resources are important within a local, state, regional, national, or global context?

To establish whether an area possesses “national significance,” *Criteria for Parklands* (1993) asks these questions:

- Is the area an outstanding example of a particular type of resource?
- Does it possess exceptional value or quality in illustrating or interpreting the natural or cultural themes of our nation's heritage?
- Does it offer superlative opportunities for recreation, public use and enjoyment, or scientific study?
- Does it retain a high degree of integrity as a true, accurate, and relatively unspoiled example of the resource?

Minimal.

Example of a minimally useful statement of significance.

Mauna Loa is the largest mountain in the world.

Better.

The revised statement is much more useful.

Mauna Loa — measured from its base deep beneath the surface of the sea to its peak — contains more material by volume than any other mountain on Earth.

The Set of Significance Statements

Tangible and Intangible Heritage Resources of Hawai'i Volcanoes National Park

- Hawai'i Volcanoes National Park features Mauna Loa and Kilauea, two of the most active volcanoes in the world.
- Mauna Loa — measured from its base deep beneath the surface of the sea to its peak — contains more material by volume than any other mountain on Earth.
- The unusually high degree of approachability to the park's active volcanism affords opportunities for fundamental and detailed research not duplicated (or even approached) in any other park in the world, offering relatively safe experiences with lava flows, fountains, and other products of active volcanism.
- The long history and collaborative nature of the research performed by the USGS Hawai'i Volcano Observatory and others at Hawai'i Volcanoes National Park have made Mauna Loa and Kilauea among the most studied and best understood volcanoes in the world.
- Hawai'i Volcanoes National Park provides critical living space in a wide variety of ecological zones for the highly endemic native biota, much of which is threatened or endangered, requiring active management of native and non-native species.
- The diversity and importance of the cultural resources in Hawai'i Volcanoes National Park — and the protection of natural features and processes afforded by national park status — combine to make Hawai'i Volcanoes critically important to the perpetuation of traditional native Hawaiian religion and culture.
- Hawai'i Volcanoes National Park encompasses the largest expanse of Hawaiian natural environment managed as wilderness, with the associated wilderness values of natural sounds, lack of mechanization and development, natural darkness, and opportunities for solitude.
- The park's resources are so rare, valuable, and inspirational to all the people of the world that the United Nations has declared the park an International Biosphere Reserve and a World Heritage Site.
- Hawai'i Volcanoes National Park protects the most extensive tract of protected montane tropical rain forest in the National Park Service.
- The structural complexity and isolation of the Hawaiian Islands and their active volcanic setting makes them a world-class living laboratory of biogeography and evolution. The protected status of Hawai'i Volcanoes National Park lands offers important opportunities for this work to continue.

This information is extracted from the park's Long-Range Interpretive Plan: First Draft (National Park Service, Hawai'i Volcanoes National Park, August 1999), pp. 2-3.

Compilation of Legislation

An Act

To provide for the establishment of the Indiana Dunes National Lakeshore, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That in order to preserve for the educational,

inspirational, and recreational use of the public certain portions of the Indiana dunes and other areas of scenic, scientific, and historic interest and recreational value in the State of Indiana, the Secretary of the Interior is authorized to establish and administer the Indiana Dunes National Lakeshore (hereinafter referred to as the "lakeshore") in accordance with the provisions of this Act. The lakeshore shall comprise the area within the boundaries delineated on a map identified as "'Boundary Map, Indiana Dunes National Lakeshore', dated October 1992, and numbered 626-80,039-C" which map is on file and available for public inspection in the Office of the Director of the National Park Service, Department of the Interior.

Sec. 2. (a) Within the boundaries of the lakeshore the Secretary of the Interior (hereinafter referred to as the "Secretary") is authorized to acquire lands, waters, and other property, or any interest therein, by donation, purchase with donated or appropriated funds, exchange, or otherwise. The Indiana Dunes State Park may be acquired only by donation of the State of Indiana, and the Secretary is hereby directed to negotiate with the State for the acquisition of said park. In exercising his authority to acquire property by exchange for the purposes of this Act, the Secretary may accept title to non-Federal property located within the area described in section 1 of this Act and convey to the grantor of such property any federally owned property under the jurisdiction of the Secretary which he classifies as suitable for exchange or other disposal within the State of Indiana or Illinois. Properties so exchanged shall be approximately equal in fair market value, as determined by the Secretary who may, in his discretion, base his determination on an independent appraisal obtained by him: Provided, That the Secretary may accept cash from or pay cash to the grantor in such an exchange in order to equalize the values of the properties exchanged. The Secretary is expressly authorized to acquire by donation, purchase with donated or appropriated funds, or exchange, lands or interests therein which are owned for school or educational purposes by a State or a political subdivision thereof.

(b) In exercising his authority to acquire property under subsection (a) of this section, the Secretary may enter into contracts requiring the expenditure, when appropriated, of funds authorized to be appropriated by section 9 of this Act, but the liability of the United States under any such contract shall be contingent on the appropriation of funds sufficient to fulfill the obligations thereby incurred.

Sec. 3. As soon as practicable after the effective date of this Act and following the acquisition by the Secretary of an acreage within the boundaries of the area described in section 1 of this Act which in his opinion is efficiently administrable for the purposes of this Act, he shall establish the Indiana Dunes National Lakeshore by publication of notice thereof in the Federal Register. By no later than October 1, 1977, the Secretary shall publish in the Federal Register a detailed description of the boundaries of the lakeshore and shall from time to time so publish any additional boundary changes as may occur. Following such establishment and subject to the limitations and conditions prescribed in section 1 hereof, the Secretary may continue to acquire lands and interests in lands for the lakeshore.

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Sec. 4. As used in this Act, the term 'improved property' means detached, one-family dwelling which meets each of the following and construction criteria:

- (1) The construction of the dwelling began before the date (shown in the table contained in this section) corresponding to the appropriate map.
- (2) The property is located within the boundaries delineated on the map described in such table which corresponds to such date.
- (3) The property is not located within the boundaries of any other map referred to in such table which bears an earlier date.

The term 'appropriate map', means a map identified as 'Boundary Map--Indiana Dunes National Lakeshore' (or 'A Proposed Indiana Dunes National Lakeshore' in the case of a dwelling the construction of which was begun before January 4, 1965) which is dated and numbered as provided in the following table.

Property Within Boundaries of Map Construction Began Before

Dated October 1992, No. 626-80,039-C.....October 1, 1991
Dated October 1986, No. 626-80,033-B.....February 1, 1986
Dated December 1980, No. 626-91014.....January 1, 1981
Dated September 1976, No. 626-91007.....February 1, 1973
Dated September 1966, No. LNPNE-1008-ID....January 4, 1965

The term 'improved property' also includes the lands on which the dwelling is situated which meets both of the following criteria:

- (A) The land is in the same ownership as the dwelling.
- (B) The Secretary has designated the lands as reasonably necessary for the enjoyment of the dwelling for the sole purpose of noncommercial residential use.

Such term also includes any structures accessory to the dwelling which are situated on the lands so designated. The maps referred to in this section shall be on file and available for public inspection in the Office of the Director of the National Park Service, Department of the Interior. The Secretary shall designate the land referred to in subparagraph (B). The amount of land so designated shall in every case be not more than three acres in area, and in making such designation the Secretary shall take into account the manner of noncommercial residential use in which the dwelling and land have customarily been enjoyed: Provided, That the Secretary may exclude from the land so designated any beach or waters, together with so much of the land adjoining such beach or waters, as he may deem necessary for public access thereto or public use thereof. All rights of use and occupancy shall be subject to such terms and conditions as the Secretary deems appropriate to assure the use of such property in accordance with the purposes of this Act.

Sec. 5. (a) (1) Except for owners described in paragraph (2) and owners of improved property within the area on the map referred to in section 4, dated December 1980, and numbered 626-91014, of this act as area II-B, any owner or owners of record of improved property may retain a right of use and occupancy of said improved property for noncommercial residential purposes for a term (A) ending on his or her death or the death of his or her spouse, whichever occurs last, or (B) for a fixed term not to extend beyond September 30, 2010, or such lesser term as the owner or owners may elect at the time of acquisition by the Secretary.

In the case of improved property within the boundaries of the map dated December 1980 and numbered 626-91014 the retention of a retained right under clause numbered (A) shall only be

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available to homeowners of record as of October 1, 1980, who have attained the age of majority as of that date and make a bona fide written offer not later than October 1, 1985, to sell to the Secretary. Where any such owner retains a right of use and occupancy as herein provided, such right during its existence may be conveyed or leased for noncommercial residential purposes. The Secretary shall pay to the owner the fair market value of the property on the date of such acquisition, less the fair market value on such date of the right retained by the owner.

(2)(A) In the case of property included within the boundaries of the lakeshore after 1980, any owner or owners of record of improved property may retain a right of use and occupancy for noncommercial residential purposes for a term ending at either of the following:

- (i) A fixed term not to extend beyond September 30, 2010, or such lesser fixed term as the owner or owners may elect at the time of acquisition.
- (ii) A term ending at the death of any owner or of a spouse of any owner, whichever occurs last.

The owner shall elect the term to be reserved.

(B) The retention of rights under subparagraph (A) shall be available only to individuals who are homeowners of record as of July 1, 1986, who have attained the age of majority as of that date and who make a bona fide written offer not later than July 1, 1991, to sell to the Secretary.

(3)(A) In the case of improved property included within the boundaries of the lakeshore after October 1, 1991, that was not included within such boundaries on or before that date, an individual who is an owner of record of such property as of that date may retain a right of use and occupancy of such improved property for noncommercial residential purposes for a term ending at either of the following:

- (i) A fixed term not to extend beyond October 1, 2020, or such lesser fixed term as the owner may elect at the time of acquisition.
- (ii) A term ending at the death of the owner or the owner's spouse, whichever occurs later.

The owner or owners shall elect the term to be reserved.

(B) Subparagraph (A) shall apply only to improved property owner by an individual who:

- (i) was an owner of record of the property as of October 1, 1991;
- (ii) had attained the age of majority as of that date; and
- (iii) made a bona fide written offer not later than October 1, 1997, to sell the

property to the Secretary.

(b) Upon his determination that the property, or any portion thereof, has ceased to be used in accordance with the applicable terms and conditions, the Secretary may terminate a right of use and occupancy. Nonpayment of property taxes, validly assessed, on any retained right of use and occupancy shall also be grounds for termination of such right by the Secretary. In the event the Secretary terminates a right of use and occupancy under this subsection he shall pay to the owners of the retained right so terminated an amount equal to the fair market value of the portion of said right which remained unexpired on the date of termination. With respect to any right of use and occupancy in existence on the effective date of this sentence, standards for retention of such rights in effect at the time such rights were reserved shall constitute the terms and conditions referred to in section 4.

(c) With respect to improved properties acquired prior to the enactment of this subsection and upon which a valid existing right of use and occupancy has been reserved for a term of not more than twenty years, the Secretary may, in his discretion, extend the term of such retained right for a period of not more than nine years upon receipt of payment prior to September 30, 1983, from the

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holder of the retained right. The amount of such payment shall be equivalent to the amount discounted from the purchase price paid by the Secretary for the identical period of time under the terms of the original sale adjusted by a general index adopted by the Secretary reflecting overall value trends within Indiana Dunes National Lakeshore between the time of the original sale and the time of the retained right of extension offered by this subsection.

Sec. 6. (a) In the administration of the lakeshore the Secretary may utilize such statutory authorities relating to areas of the national park system and such statutory authority otherwise available to him for the conservation and management of natural resources as he deems appropriate to carry out the purposes of this Act.

(b) In order that the lakeshore shall be permanently preserved in its present state, no development or plan for the convenience of visitors shall be undertaken therein which would be incompatible with the preservation of the unique flora and fauna or the physiographic conditions now prevailing or with the preservation of such historic sites and structures as the Secretary may designate: Provided, That the Secretary may provide for the public enjoyment and understanding of the unique natural, historic, and scientific features within the lakeshore by establishing such trails, observation points, and exhibits and providing such services as he may deem desirable for such public enjoyment and understanding: Provided further, That the Secretary may develop for appropriate public uses such portions of the lakeshore as he deems especially adaptable for such uses.

Sec. 7. (a) There is hereby established an Indiana Dunes National Lakeshore Advisory Commission. Said Commission shall terminate on September 30, 1985.

(b) The Commission shall be composed of thirteen members each appointed for a term of two years by the Secretary, as follows:

(1) one member who is a year-round resident of Porter County to be appointed from recommendations made by the commissioners of such county; (2) one member who is a year-round resident of the town of Beverly Shores to be appointed from the recommendations made by the board of such town; (3) one member who is a year-round resident of the towns of Porter, Dune Acres, Pines, Chesterton, Ogden Dunes, or the village of Tremont, such member to be appointed from recommendations made by the boards of trustees or the trustee of the affected town or township; (4) two members who are year-round residents of the city of Michigan City to be appointed from recommendations made by such city; (5) two members to be appointed from recommendations made by the Governor of the State of Indiana; (6) one member to be designated by the Secretary; (7) two members who are year-round residents of the city of Gary to be appointed from recommendations made by the mayor of such city; (8) one member to be appointed from recommendations made by a regional planning agency established under the authority of the laws of the State of Indiana and composed of representatives of local and county governments in northwestern Indiana; (9) one member who is a year-round resident of the city of Portage to be appointed from recommendations made by the mayor of such city; and (10) one member who holds a reservation of use and occupancy and is a year-round resident within the lakeshore to be designated by the Secretary.

(c) The Secretary shall designate one member to be Chairman. Any vacancy in the Commission shall be filled in the same manner in which the original appointment was made.

(d) A member of the Commission shall serve without compensation as such. The Secretary is authorized to pay the expense reasonably incurred by the Commission in carrying out its responsibilities under this Act on vouchers signed by the Chairman.

(e) The Secretary or his designee shall, from time to time, consult with the Commission with respect to matters relating to the development of the Indiana Dunes National Lakeshore and with

respect to the provisions of sections 4, 5, and 6 of this Act.

(f) The Advisory Commission is authorized to assist with the identification of economically and environmentally acceptable areas, outside of the boundaries of the lakeshore, for the handling and

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disposal of industrial solid wastes produced by the coal-fired powerplant in Porter County, Indiana, section 21, township 37 north, range 6 west.

Sec. 8. Nothing in this Act shall deprive the State of Indiana or any political subdivision thereof of its civil and criminal jurisdiction over persons found, acts performed, and offenses committed within the boundaries of the Indiana Dunes National Lakeshore or of its right to tax persons, corporations, franchises, or other non-Federal property on lands included therein.

Sec. 9. The Secretary may expend such sums as may be necessary from the Land and Water Conservation Funds for acquisition of lands and interests in lands, and not to exceed \$27,500,000 for development: Provided, That not more than \$500,000 of said amount may be appropriated for the development of the Paul H. Douglas Environmental Education Center authorized pursuant to section 20 of this Act; and By October 1, 1979, the Secretary shall develop and transmit to the Committees on Interior and Insular Affairs of the United States Congress a general management plan detailing the development of the national lakeshore consistent with the preservation objectives of this Act, indicating: (1) the facilities needed to accommodate the health, safety, and recreation needs of the visiting public; (2) the location and estimated costs of all facilities, together with a review of the consistency of the master plan with State, areawide, and local governmental development plans; (3) the projected need for any additional facilities within the national lakeshore; and (4) specific opportunities for citizen participation in the planning and development of proposed facilities and in the implementation of the general management plan generally.

The Secretary shall conduct a feasibility study of establishing United States Highway 12 as the 'Indiana Dunes Parkway' under the jurisdiction of the National Park Service. The Secretary shall submit the results of such study to the Committee on Interior and Insular Affairs of the United States House of Representatives and the Committee on Energy and Natural Resources of the United States Senate within two years after the enactment of this sentence. Effective October 1, 1986, there is authorized to be appropriated such sums as may be necessary for the purposes of conducting the feasibility study.

Sec. 10. Nothing in this Act shall diminish any existing (as of March 1, 1975) rights-of-way or easements which are necessary for high voltage electrical transmission, pipelines, water mains, or line-haul railroad operations and maintenance. Nothing in this Act shall be construed to diminish the existing property rights of Northern Indiana Public Service Company (as of October 1, 1986) with respect to--

(1) a parcel of land owned in fee by the Northern Indiana Public Service Company and used for high voltage electrical transmission lines, pipelines, and utility purposes, beginning at said Company's Dune Acres substation and extending east to said Company's Michigan City Generating Station, which parcel by this Act is included within the boundaries of the Indiana Dunes National Lakeshore and herein designated as area II-I on National Park Service Boundary Map No. 626-80,033-B, dated October 1986, excluding that certain parcel of approximately 6.0 acres adjacent to Mineral Springs Road in area II-I, and

(2) land owned in fee by the Northern Indiana Public Service Company and used for high voltage electrical transmission lines, pipelines, and utility purposes as has by this Act been included within the boundaries of the Indiana Dunes National Lakeshore and herein designated as area II-H on said National Park Service Boundary Map No. 626-80,033-B.

Sec. 11. (a) Nothing in the Act shall be construed as prohibiting any otherwise legal cooling, process, or surface drainage into the part of the Little Calumet River located within the lakeshore: Provided, That this subsection shall not affect nor in any way limit the Secretary's authority and responsibility to protect park resources.

(b) The authorization of lands to be added to the lakeshore by the Ninety-fourth Congress and the

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administration of such lands as part of the lakeshore shall in and of itself in no way operate to render more restrictive the application of Federal, State, or local air and water pollution standards to the uses of property outside the boundaries of the lakeshore, nor shall it be construed to augment the control of water and air pollution sources in the State of Indiana beyond that required pursuant to applicable Federal, State, or local law.

Sec. 12. DELETED

Sec. 13. (a) The Secretary may acquire that portion of area I-C Area which is shaded on the map referred to in section 4, dated December 1980 and numbered 626-91014 of this Act only with the consent of the owner unless the present owner attempts to sell or otherwise dispose of such area.

(b) The Secretary may acquire that portion of area IV-B in private ownership on the map referred to

in section 1 of this Act only with the consent of the owner: Provided, That the Secretary may acquire an agricultural easement should the owner change the use in existence as of September 19, 1986, through eminent domain.

Sec. 14. Within one year after the date of the enactment of this section, the Secretary shall submit, in writing, to the Committees on Interior and Insular Affairs and to the Committees on Appropriations of the United States Congress a detailed plan which shall indicate: (1) the lands which he has previously acquired by purchase, donation, exchange, or transfer for administration for the purpose of the lakeshore; and (2) the annual acquisition program (including the level of funding) which he recommends for the ensuing five fiscal years.

Sec. 15. The Secretary may acquire only such interest in the right-of-way designated 'Crossing A' on map numbered 626-91007 as he determines to be necessary to assure public access to the banks of the Little Calumet River within fifty feet north and south of the centerline of said river.

The Secretary may acquire only such interest in the rights-of-way designated 'Crossing B' and 'Crossing C' on the map dated October 1986 and numbered 626-80,033-B as he determines to be necessary to assure public access to the banks of the Little Calumet River and the banks of Salt Creek within fifty feet on either side of the centerline of said river and creek.

Sec. 16. The Secretary shall enter into a cooperative agreement with the landowner of those lands north of the Little Calumet River between the Penn Central Railroad bridge within area II-E and 'Crossing A' within area IV-C on the map referred to in section 4, dated October 1976, and numbered 626-91007. Such agreement shall provide that any roadway constructed by the landowner south of United States Route 12 within such vicinity shall include grading, landscaping, and plantings of vegetation designed to prevent soil erosion and to minimize the aural and visual impacts of said construction, and of traffic on such roadway, as perceived from the Little Calumet River.

Sec. 17. (a) The Secretary may not acquire such lands within Area I-E. the western section of area I-E, as designated on map numbered 626-91007, which have been used for solid waste disposal until he has received a commitment in accordance with a plan acceptable to him, to reclaim such lands at no expense to the Federal Government.

(b) With respect to the property identified as area I-E on map numbered 626-91007, the Secretary may enter into a cooperative agreement whereby the State of Indiana or any political subdivision thereof may undertake to develop, manage and interpret such area in a manner consistent with the purposes of this Act.

Sec. 18. (a) By July 1, 1977, the Secretary shall prepare and transmit to the Committees on Interior and Insular Affairs of the United States Congress a study of areas III-A, III-C, and II-A, as designated on map numbered 626-91007. The Secretary shall make reasonable provision for the

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timely participation of the State of Indiana, local public officials, affected property owners, and the general public in the formulation of said study, including, but not limited to, the opportunity to testify at a public hearing. The record of such hearing shall accompany said study. With respect to areas III-A and III-C, the study shall (a) address the desirability of acquisition of any or all of the area from the standpoint of resource management, protection, and public access; (b) develop alternatives for the control of beach erosion if desirable, including recommendations, if control is necessary, of assessing the costs of such control against those agencies responsible for such erosion; (c) consider and propose options to guarantee public access to and use of the beach area, including the location of necessary facilities for transportation, health, and safety; (d) detail the recreational potential of the area and all available alternatives for achieving such potential; (e) review the environmental impact upon the lakeshore resulting from the potential development and improvement of said areas; and (f) assess the cost to the United States from both the acquisition of said areas together with the potential savings from the retention of rights of use and occupancy and from the retention of the boundaries of the lakeshore, as designated on map numbered 626-91007, including the costs of additional administrative responsibilities necessary for the management of the lakeshore, including the maintenance of public services in the town of Beverly Shores, Indiana. With respect to area II-A, the Secretary shall study and report concerning the following objectives: (a) preservation of the remaining dunes, wetlands, native vegetation, and animal life within the area; (b) preservation and restoration of the watersheds of Cowles Bog and its associated wetlands; (c) appropriate public access to and use of lands within the area; (d) protection of the area and the adjacent lakeshore from degradation caused by all forms of construction, pollution, or other adverse impacts including, but not limited to, the discharge of wastes and any excessive subsurface migration of water; and (e) the economic consequences to the utility and its customers of acquisition of such area.

(b)(1) The Secretary shall enter into a memorandum of agreement with the Northern Indiana Public Service Company (referred to as 'NIPSCO') that shall provide for the following with respect to the area referred to as Unit II-A on the map described in the first section of this Act (referred to as the

"Greenbelt"):

(A) NIPSCO shall provide the National Park Service with access for resource management and interpretation through the Greenbelt and across the dike for purposes of a public hiking trail.

(B) The National Park Service shall have rights of access for resource management and interpretation of the Greenbelt area.

(C) NIPSCO shall preserve the Greenbelt in its natural state. If NIPSCO utilizes the Greenbelt temporarily for a project involving pollution mitigation or construction on its adjacent facilities, it shall restore the project area to its natural state.

(D) If NIPSCO proposes a different use for the Greenbelt, NIPSCO shall notify the National Park Service, the Committee on Energy and Natural Resources of the Senate and the Committee on Interior and Insular Affairs of the House of Representatives and make no change in the use of the property until 3 years after the date notice is given.

(2) If a memorandum of agreement is entered into pursuant to paragraph (1), so long as the memorandum of agreement is in effect and is being performed, the Secretary may not acquire lands or interests in land in the Greenbelt belonging to NIPSCO.

Sec. 19. After notifying the Committees on Interior and Insular Affairs of the United States Congress, in writing, of his intentions to do so and of the reasons therefore, the Secretary may, if he finds that such lands would make a significant contribution to the purposes for which the lakeshore was established, accept title to any lands, or interests in lands, located outside the present boundaries of the lakeshore but contiguous thereto or to lands acquired under this section, such lands the State of Indiana or its political subdivisions may acquire and offer to donate to the United States or which any private person, organization, or public or private corporation may offer to donate to the United States and he shall administer such lands as a part of the lakeshore after

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publishing notice to that effect in the Federal Register.

Sec. 20 (a) The Indiana Dunes National Lakeshore is hereby dedicated to the memory of Paul H. Douglas in grateful recognition of his leadership in the effort to protect, preserve, and enhance the natural, scientific, historic, and recreational value of the lakeshore for the use, enjoyment, and edification of present and future generations.

(b) To further accomplish the purposes of subsection (a) of this section, the Secretary of the Interior shall designate the west unit of the lakeshore as the "Paul H. Douglas Ecological and Recreational Unit" and shall, subject to appropriations being granted, design and construct a suitable structure or designate an existing structure within the lakeshore to be known as the "Paul H. Douglas Center for Environmental Education" which shall provide facilities designed primarily to familiarize students and other visitors with, among other things: (1) the natural history of the lakeshore and its association with the natural history of the Great Lakes region; (2) the evolution of human activities in the area; and (3) the historical features which led to the establishment of the lakeshore by the Congress of the United States.

(c) To inform the public of the contributions of Paul H. Douglas to the creation of the lakeshore, the Secretary of the Interior shall provide such signs, markers, maps, interpretive materials, literature, and programs as he deems appropriate.

Sec. 21. (a) The Secretary in consultation with the Secretary of Transportation, shall conduct a study of various modes of public access into and within the lakeshore which are consistent with the preservation of the lakeshore and conservation of energy by encouraging the use of transportation modes other than personal motor vehicles.

(b) In carrying out the study, the Secretary shall utilize to the greatest extent practicable the resources and facilities of the organizations designated as clearinghouses under title IV of the Intergovernmental Cooperation Act of 1968 as implemented by Office of Management and Budget Circular A-95, and which have comprehensive planning responsibilities in the regions where the lakeshore is located, as well as any other agencies or organizations which the Secretary may designate. The Secretary shall make provision for timely and substantive consultations with the appropriate agencies of the States of Indiana and Illinois, local elected officials, and the general public in the formulation and implementation of the study.

(c) The study shall address the adequacy of access facilities for members of the public who desire to visit and enjoy the lakeshore. Consideration shall be given to alternatives for alleviating the dependence on automobile transportation. The study of public transportation facilities shall cover the distance from cities of thirty-five thousand population or more within fifty miles of the lakeshore.

(d) The study shall include proposals deemed necessary to assure equitable visitor access and public enjoyment by all segments of the population, including those who are physically or economically disadvantaged. It shall provide for retention of the natural, scenic, and historic values for which the lakeshore was established, and shall propose plans and alternatives for the protection

and maintenance of these values as they relate to transportation improvements.

(e) The study shall examine proposals for the renovation and preservation of a portion of the existing South Shore Railroad passenger car fleet. The study shall consider the historic value of the existing rolling stock and its role in transporting visitors into and within the lakeshore.

(f) The study shall present alternative plans to improve, construct, and extend access roads, public transportation, and bicycle and pedestrian trails. It shall include cost estimates of all plans considered in this study, and shall discuss existing and proposed sources of funding for the implementation of the recommended plan alternatives.

(g) The study shall be completed and presented to the Congress within two complete fiscal years from the effective date of this provision.

(h) Effective October 1, 1981, there is hereby authorized to be appropriated not to exceed

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\$200,000 for this study.

Sec. 22. In exercising his authority to acquire property under this act, the Secretary shall give prompt and careful consideration to any offer made by an individual owning property within the lakeshore to sell such property, if such individual notifies the Secretary in writing that the continued ownership of such property is causing, or would result in, undue hardship.

Sec. 23. (a) The Secretary may acquire only such interest in that portion of area VII-A which is described in subsection (b) as the Secretary determines is necessary to assure public access over said portion of area VII-A.

(b) The portion of area VII-A, as designated on the map referred to in section 1, to which subsection (a) applies is a parcel of land bounded; (1) on the east by a line three hundred feet east of the electrical transmission line crossing area VII-A on January 1, 1979; (2) on the west by a line fifty feet west of such electrical transmission line; and (3) on the north and south by the northern and southern boundaries, respectively, of area VII-A.

(c) Area VII-A includes the bed of the railroad tracks forming the northern and northwestern boundaries of this area and extends to the northern edge of the bed of the railroad tracks forming the southern boundaries of this area. (d) Area I-D includes the bed of the railroad tracks along the northern boundary of this area.

(e) The area designated as area VII-C on the map referred to in section 1 does not include approximately 1.3 acres of land on which the Linde Air Products plant is situated, nor does it include approximately 1 acre of land on which the Old Union Station building and the adjacent REA building are situated. Except as provided in the foregoing sentence, area VII-C extends to, but does not include, the beds of the railroad tracks forming the northern and southern boundaries of such area.

Sec. 24. (a) The Secretary may enter into a cooperative agreement with the Little Calumet River Basin Development Commission, State of Indiana or any political subdivision thereof for the planning, management, and interpretation of recreational facilities on the tract within the boundaries of Indiana Dunes National Lakeshore identified as tract numbered 09-117 or on lands under the jurisdiction of the State of Indiana or political subdivision thereof along the Little Calumet River and Burns Waterway. The cooperative agreement may include provision for the planning of public facilities for boating, canoeing, fishing, hiking, bicycling, and other compatible recreational activities. Any recreational developments on lands under the jurisdiction of the National Park Service planned pursuant to this cooperative agreement shall be in a manner consistent with the purposes of this Act, including section 6(b).

(b) The Secretary shall conduct a study regarding the options available for linking the portions of the lakeshore which are divided by the Little Calumet River and Burns/Portage Waterway so as to coordinate the management and recreational use of the lakeshore. The Secretary shall submit the results of the study to the Committee on Interior and Insular Affairs of the United States House of Representatives and the Committee on Energy and Natural Resources of the United States Senate within two years after the enactment of this section. Effective October 1, 1986, there is authorized to be appropriated such sums as may be necessary for the purposes of conducting this study.

Sec. 25. In furtherance of the purposes of this Act, the Secretary may enter into a cooperative agreement with the city of Gary, Indiana, pursuant to which the Secretary may provide technical assistance in interpretation, planning, and resource management for programs and developments in the city of Gary's Marquette Park and Lake Street Beach.

Sec. 26. (a) Before acquiring lands or interests in lands in Unit VII-D (as designated on the map described in the first section of this Act) the Secretary shall consult with the Commissioner of the Indiana Department of Transportation to determine what lands or interests in lands are required by

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the State of Indiana for improvements to 15th Avenue (including the extension known as Old Hobart Road) and reconstruction and relocation of the intersection of 15th Avenue and State Road 51 so

that the acquisition by the Secretary of lands or interests in lands in Unit VII-D will not interfere with planned improvements to the interchange and 15th Avenue in the area.

(b) Before acquiring lands or interests in lands in Unit I-M (as designated on the map referred to in the first section of this Act) the Secretary shall consult with the Commissioner of the Indiana Department of Transportation to determine what lands or interests in lands are required by the State of Indiana for improvements to State Road 49 and reconstruction and relocation of the interchange with State Road 49 and U.S. 20 so that the acquisition by the Secretary of lands or interests in lands in Unit I-M will not interfere with planned improvements to such interchange and State Road 49 in the area.

Sec. 27. In order to commemorate the vision, dedication, and work of Dorothy Buell in saving the Indiana Dunes, the National Park Service visitor center at the Indiana Dunes National Lakeshore is designated as the "Dorothy Buell Memorial Visitor Center".

NOTE

This is a compilation of the act establishing Indiana Dunes National Lakeshore and four subsequent acts amending that original legislation.

P.L. 89-761, 89th Congress (11/05/66) (80 Stat 1309)

P.L. 94-549, 94th Congress (10/18/76) (90 Stat 2529)

P.L. 96-612, 96th Congress (12/28/80) (94 Stat 3575)

P.L. 99-583, 99th Congress (10/29/86) (100 Stat 3318)

P.L. 102-430, 102nd Congress (10/23/92) (106 Stat 2208)

Developing the Set of Audiences for the Program

For Whom are Services Planned?

A set of audiences must be defined so that the park's interpretive and informational services can most effectively enhance the experiences of visitors. When comprehensively planning an interpretation & education program, audiences are best defined by considering two central questions, the responses to which ultimately determine the set of audiences for which the park will plan interpretive and informational services.

1. On what bases do we interpret to some people differently than we do to others?

Factors to consider include the life experiences of the individual or group, level of education, learning styles, language, cultural traditions, time available for interaction, and others.

2. At what point does a particular segment of the visiting public become so large, so important, or so distinct from general park visitors as to warrant interpretive or informational services targeted specifically to their needs?

Such targeted services are, by definition, *less effective* for the general public. What criteria do we use to formulate answers? Consideration of this question includes a review of current and future visitor profiles and their categorization for strategic interpretive planning purposes.

The basis for categorizing audiences (for the interpretation & education program) lies in whether or not a particular audience requires communication in a way distinct from that of the general park audience. A subjective balance must be struck between communicating effectively with a greater number of specific audiences, and the limited resources available to the park's program.

For What Planning Component are these Audiences to be Used?

The set of audiences comprises the second major component (primary interpretive themes being the first) needed for developing the future interpretation & education program.

Questions to Assure Quality

Interpretive audience categories are usually written as brief titles followed by explanatory notes that provide additional, detailed information. These notes serve to avoid misunderstandings.

- Is the set complete? Does it appropriately account for all of the visitor categories that were generated in the "Who Visits this Park" workshop exercise?
- Is the set manageable enough to enable planning, tracking, and providing of services without overdue burden?

Example Audience Sets

Based on CIPs from a variety of parks.

Typical Audience Sets

Typical sets include categories for the general park visitor and for visitors whose basis for visiting is the achievement of curriculum-driven educational objectives:

- **General audience** (includes affiliated cultures).
Curriculum-based groups (includes preschool through 12, college, Elderhostel, and scouts).
- **General audience.**
Organized educational groups (includes grades K-3, 4-6, 7-12, college, and organized groups with specific accessibility challenges).
- **General audience** (includes families, river guides).
- **Students / school groups** (special emphasis on grades 4-8; includes home schoolers).

Less-Common, Additional Categories

Sometimes, parks also need to subdivide the general park audience further. These additional categories meet a variety of park-specific needs:

- + **Non-English speaking visitors** (includes, in order of numbers visiting the park: Japanese, Chinese, Korean, German, Spanish, French, ethnic Hawaiian).
- + **Park neighbors / local residents / regional residents** (includes residents in close proximity to the park — Hayden, Craig, Maybell, Newton, Frisco, and Dalmont).
- + **Others who interpret the park** (includes bus tour operators, drivers, and directors; cruise ship operators; lodging providers; etc).

**INDIANA DUNES NATIONAL LAKESHORE
LONG RANGE INTERPRETIVE PLAN
FOUNDATION WORKSHOP, Day 2
March 4, 2010
WORKSHOP NOTES**

Introduction. The second session of the Foundational Elements workshop of the Long Range Interpretive Planning Process (LRIP) for Indiana Dunes National Lakeshore was held 9:00 a.m.-4:00 p.m. on Thursday, March 4, 2010, at the Indiana Dunes Environmental Education Center.

Participants. Participants included:

Indiana Dunes National Lakeshore
Porter County CRVC
Chicago Wilderness
Dunes Learning Center
Chicago Astronomical Society
Field Station Cooperative Preschool
National Parks Cons. Assn.
Friends of Indiana Dunes
Dunes Learning Center Board
IU Northwest
NPS - Harpers Ferry Center
South Shore Convention and Visitors Authority
Historic Landmarks Foundation of Indiana

Revised significance statements. Significance statements drafted on Day 1 were revised as follows. They remain in draft form:

Indiana Dunes NL is the birthplace of American ecology, the place where Henry Cowles, the “father of ecology” described ecological succession for the first time. The park remains the textbook example of the process, with all stages of dune succession visible within a short distance.

Henry Cowles, a botanist from the University of Chicago, published an article entitled "Ecological Relations of the Vegetation on Sand Dunes of Lake Michigan," in the Botanical Gazette in 1899 that brought international attention to the intricate ecosystems existing on the dunes, beginning a legacy of scientific inquiry and education that continues today.

Indiana Dunes NL provides unique opportunities for observing and understanding how Lake Michigan was created and how dunes

1. are formed.
2. Access to the lakeshore at Indiana Dunes NL provides opportunities for understanding today’s Lake Michigan as a vital national resource, as well as a place of recreation.
3. The proximity of a wide variety of ecosystems, including lake, shore, dunes, wetland, bogs, fens, marshes, woodlands, climax forest, prairies, oak savannah, and rivers, at Indiana Dunes National Lakeshore provides visitors with an unusual opportunity to observe ecological diversity within a single park.
4. Indiana Dunes NL is an ecological crossroads for plant diversity, featuring an outstanding 1,400 different plant species within its 15,000 acres, many in unique combinations.
5. The arc of history at Indiana Dunes NL involves 10,000 years of changing land use patterns as human beings interacted with the natural world and struggled to reconcile the needs of urbanization, industry, and conservation.
6. The pioneering research on the physics of flight by Octave Chanute, culminating in his historic glider flight at Indiana Dunes, signaled the coming dawn of the age of aviation.

7. Indiana Dunes NL, in effect among the first urban initiative parks, provides opportunities for millions of urban dwellers to experience outstanding and varied outdoor recreational activities, access to Lake Michigan beaches, and scenic beauty within a few miles of their homes, and marks a pioneering effort to bring national parks to the people.
8. The beauty of Indiana Dunes, shared by artists of many kinds, helped inspire people to save the park and continues to inspire artistic creativity and to foster stewardship.

Theme structure. The group developed the following draft theme structure:

- Theme 1: “Ecology”
- Theme 2: “Henry Cowles and the birthplace of ecology”
- Theme 3: “Human history of the park”
- Theme 4: “People and the park”
- Theme 5: “Preservation”

Draft theme statements. The group began drafting the following statements:

Theme 1, “Ecology.” Factors that include geological processes, climate, weather, and geographical location came together at Indiana Dunes to create remarkable species diversity within a variety of ecosystems, providing outstanding opportunities to appreciate the rich ecological relationships that nurture and sustain our civilization.

Theme 2, “Henry Cowles and the INDU tradition of scientific inquiry and learning” – TO COME.

Theme 3, “Human history,” TO COME

Theme 4, “People and the Park.” Situated close to one of America’s largest metropolitan areas, Indiana Dunes NL provides a natural setting for millions of people to experience scenic beauty, artistic inspiration and recreational opportunities, reminding us of the costs and benefits of urbanization, and of our need as humans to seek renewal of body, mind and soul.

Theme 5, “Preservation.” Indiana Dunes NL, the scene of intensive public interest and passion regarding its preservation for over 100 years, demonstrates the national struggle between the needs of urbanization, industry and conservation, reflects the historical national and state park preservation movement, and serves as both model and “cautionary tale” in the fields of resource acquisition, preservation and restoration.

Addition to underserved audiences: illiterate adults

Addition to Issues: Access and boundaries: two highways in the park may add to visitor confusion.

INDIANA DUNES NATIONAL LAKESHORE - LONG RANGE INTERPRETIVE PLAN FOUNDATION WORKSHOP, Day 2

March 4, 2010

WORKSHOP HANDOUTS

- 1) Developing a Set of Primary Interpretive Themes
- 2) Other National Park Examples (6)

Developing a Set of Primary Interpretive Themes

Meaning and Story

Attaching meanings to places and things is a fundamental human trait. We ascribe special significance to places, events, people, and things that rejuvenate our spirits, challenge and strengthen our beliefs, and provoke contemplation and discussion of our past, present, and future. Such resources provide opportunities to explore our shared heritage and help us define our character as individuals, communities, and societies.

Story is the communication tool most effective for facilitating an exploration of resource meanings. Societies depend on the power of story to explore, clarify, and share ideas, meanings, beliefs, and values that collectively constitute culture. Story is at the heart of human interaction and, consequently, at the heart of heritage interpretation.

Overarching Themes

Sites develop a set of overarching themes to organize their stories. These are called *primary interpretive themes*. The set of themes is developed to fully capture and express the content of the site's entire set of significance statements, including all the ideas and meanings associated with the site's resources. The set of themes is complete when it provides opportunities for people to explore and relate to *all* of the significance statements. The set is usually comprised of just a few primary interpretive themes (commonly three to five).

Characteristics of All Themes

Characteristics of primary interpretive themes include:

- Each is based on the significance of site resources.
- Each invites visitors to explore the multiple meanings of resources. Primary interpretive themes do not make up the actual stories themselves. Rather, themes are the “umbrella” statements under which related stories can be grouped. These stories, also called subthemes, form the content of the resulting interpretive services.
- Each connects resources to larger ideas, meanings, beliefs, and values.
- Each incorporates universal concepts: large ideas that mean something to everyone, though not necessarily the same thing to everyone.
- Each provides opportunities for people to explore the meanings of the place and its resources without telling people what resources *should* mean to them.
- Each is best stated as a single sentence that includes tangible and intangible elements. Single-sentence structure forces theme writers to focus their ideas. Within the sentence structure itself, content often tends to progress from tangible resources to intangible resources to universal concepts, moving from specific to general (this is traditional story format).
- An interpretive theme is never merely stated as a topic. While topics can be useful in organizing a body of work, topics alone do not provide sufficient interpretive focus.

Questions to Assure Quality

- Is each primary interpretive theme grounded in the site's statements of significance?
- Does the set of primary interpretive themes convey the *complete set* of significance statements?
- Does each theme do more than just *restate* one or more significance; does it include tangibles, intangibles, and universal concepts?
- Do the statements reflect current scholarly inquiry and interpretation, including changes that might have occurred since the site's establishment?
- Is each primary interpretive theme *critical* to accomplishing the interpretive mission?
- Is each primary interpretive theme a complete, understandable sentence?

Inside a Primary Interpretive Theme

Example: The approachable, active volcanoes of Hawai'i Volcanoes National Park allow first-hand discovery of and connection with one of the most fundamental forces of our world — in both its creative and destructive roles.

Tangibles: volcanoes, Hawai'i Volcanoes NP, our world

Intangibles: approachable, active, allow, first-hand, discovery, connection, fundamental forces

Universal concepts: the creative and destructive aspects of fundamental forces

Big Bend National Park and Rio Grande Wild & Scenic River

Set of Significance Statements for Big Bend National Park

Big Bend National Park protects the largest and most representative example of the Chihuahuan Desert ecosystem in the United States.

Big Bend National Park's river, desert, mountain, and grasslands environments support an extraordinary richness of biological diversity and endemic and rare plants and animals.

The Chisos Mountains "sky island" contains many relict species which reflect climatic conditions once found over a broader area thousands of years ago.

Big Bend National Park's size, diverse ecosystems, scenic landscapes, remoteness, and wilderness character provide a variety of outstanding recreational and educational opportunities.

The park's location along a major bird flyway, its diversity of habitats, and its proximity to Mexico attract more bird species than any other national park.

Big Bend National Park is noted for its dark, clear night skies, among the darkest in the lower 48 states.

Dramatic, diverse, and well-exposed geologic features provide opportunities to study a wide range of sedimentary, igneous, and metamorphic geologic processes in Big Bend National Park. The park's geologic diversity includes marine rocks, continental rocks, ancient volcanoes, lava flows, ash beds, igneous intrusions, faults, folds, mineralized zones, landslides, badlands, and erosion.

The numerous scientifically-important Cretaceous-age and Tertiary-age fossils that are found in Big Bend National Park record the evolution and history of ancient life from the Age of Reptiles through the Age of Mammals.

Big Bend National Park is part of one of the largest transboundary protected areas in North America (Maderas del Carmen, Canon de Santa Elena, Ocampo, and Big Bend Ranch State Park), covering about three million acres.

Big Bend National Park occupies the intersection of the three greatest North American mountain building episodes: the Ouachita (which created the Appalachian Mountains), the Laramide (which created the Rocky Mountains), and the Basin and Range.

The Comanche War Trail traverses Big Bend National Park. *[Consultation underway to verify.]*

Thousands of archeological sites record the presence of humans in the Big Bend for the past 12,000 years, demonstrating their survival strategies and their adaptations to changing climatic conditions.

Big Bend National Park contains examples (architecture, farming, mining, ranching, etc.) of cultural interaction among Euro-Americans, Mexicans, and American Indians, who combined to form a distinctive borderlands culture, and a landscape exhibiting ~~[the evidence of]~~ cultural change and the effects of human activities upon the land.

Set of Significance Statements for Rio Grande Wild & Scenic River

The Rio Grande Wild & Scenic River is the only free-flowing portion of the lower Rio Grande, and as such, characteristically exhibits wide variations in water flows and volume. When sufficient flow exists, the Rio Grande permits a wide range of recreational activities.

The Rio Grande Wild & Scenic River, with waters contributed largely by the Rio Conchos in Chihuahua, Mexico, provides a valuable opportunity for bi-national cooperation between the United States and Mexico to protect and manage this outstanding resource.

As the most ecologically intact portion of the entire Rio Grande, the Rio Grande Wild & Scenic River is part of a rich ecological system that represents riparian and aquatic habitats of the Chihuahuan Desert. Its remoteness provides a refuge for rapidly dwindling and irreplaceable natural and cultural resources.

The spectacular river canyons, primitive wilderness character of the river, and international setting provide opportunities for high quality recreational and scenic experiences.

Set of Primary Interpretive Themes for Big Bend National Park and Rio Grand Wild & Scenic River

The convergence of desert, mountain, and river ecosystems in Big Bend National Park supports a remarkable diversity of life and provides abundant opportunities to experience and learn about the natural world.

Big Bend's rugged and remote wilderness, spectacular river canyons, vast expanses, panoramic vistas, dark night skies, and proximity to Mexico provide outstanding recreational opportunities, and inspire wonder, reflection, and rejuvenation.

For thousands of years, the Big Bend region has been a focus of human activity — bringing people together from all directions, sometimes in harmony and sometimes in conflict.

Survival strategies and adaptations of living things in the Chihuahuan Desert are as wondrous as the environment is extreme — often defying our expectations about the ability of life to thrive in such conditions.

Abundant fossils in Big Bend National Park, including some found nowhere else in the world, record the existence and demise of dinosaurs and the flourishing of mammals, enabling us to ponder evolution and our own impermanence in the world.

Diverse, well-exposed, and accessible geologic features [throughout the park] enable us to learn about the processes that shaped, and continue to shape, the Earth and influence its inhabitants.

Chickasaw National Recreation Area

Set of Significance Statements

Chickasaw National Recreation Area contains a large concentration of freshwater springs and highly charged mineral springs that vary significantly in mineral content and volume of output. This spring system stems from one of the most complex geological and hydrological systems in the United States and has a long history of recreational and medicinal use, including commercial use.

Located where the Western Plains and Eastern Woodlands meet, Chickasaw National Recreation Area supports an unusual richness and diversity of plant and animal species.

The sedimentary rocks of Chickasaw National Recreation Area contain a large concentration and variety of Paleozoic and Mesozoic invertebrate marine fossils.

The rocks of Chickasaw National Recreation Area preserve a 500-million-year-old record of geologic deposition in southern Oklahoma.

Chickasaw National Recreation Area contains major accessible exposures of the Arbuckle Mountains - one of the oldest mountain ranges on Earth.

Chickasaw National Recreation Area is a relatively large piece of accessible, publicly-owned land that offers a wide range of opportunities for recreation, including swimming, boating, fishing, hiking, observing nature, hunting, camping, biking, horseback riding, family reunions, picnicking, and others for over 1.6 million visitors per year.

The landscape of Chickasaw National Recreation Area is intimate in scale and invites interaction.

The diversity, variety, and quality of natural and cultural resources in the Chickasaw National Recreation Area (geology, flora, fauna, history) — combined with the infrastructure of and services offered by the Goddard Youth Camp, a private foundation environmental education youth camp operating under a special use permit, and the Travertine Nature Center with adjoining Environmental Study Area, one of two formally designated “nature centers” in the National Park System

— provide unparalleled environmental educational opportunities in the region.

The history of the establishment of Chickasaw National Recreation Area is intimately connected with the history of the Chickasaw and Choctaw peoples in Oklahoma.

Originally set aside in 1902, this place was one of the first places in the United States reserved for conservation and public enjoyment. The long, dynamic history of Chickasaw National Recreation Area exemplifies the evolution of the American conservation movement and the National Park System. The proposed Platt Historic District, including the structures created in the 1933-1940 era by the Civilian Conservation Corps (CCC), and historic structures from other periods specifically exemplifies National Park Service “rustic” design.

Set of Primary Interpretive Themes

Chickasaw National Recreation Area’s 500-million-year record of sedimentary deposition, complex hydrogeological system, and diverse flora and fauna foster enriched connections with the dynamic relationships among geology, water, and life.

The attractive and intimate scale of the landscape, the wide range of recreational opportunities, the history of the freshwater and mineral springs, and the comfortable, rustic built environment of Chickasaw National Recreation Area invite an exploration of the concepts of personal and societal health and well-being.

The Eastern Woodlands-Western Plains ecotone at Chickasaw National Recreation Area offers outstanding opportunities to appreciate the rich ecological relationships that nurture and sustain our civilization.

Fire Island National Seashore

Set of Significance Statements

Fire Island National Seashore is a relatively natural seashore area near large concentrations of urban populations and containing no paved road.

Seventeen private communities help define the cultural character of Fire Island National Seashore.

The Fire Island Light Station tells the story of the lifesaving ethic embodied in the U.S. Lighthouse Service, the U.S. Life Saving Service, and the U.S. Coast Guard.

The William Floyd Estate, associated with General William Floyd, a signer of the Declaration of Independence, was owned and occupied by the Floyd family for 250 years; tangible features from all periods are preserved and interpreted there.

The Sunken Forest is a 250-300 year old American holly-shadblow-sassafras maritime forest considered to be at or near climax.

The Otis Pike Fire Island Wilderness contains a variety of barrier island ecosystems in a relatively natural state, and is the only federal wilderness in the State of New York.

Set of Primary Interpretive Themes

William Floyd's bravery in signing the Declaration of Independence exemplifies the tension between feelings of loyalty and desire for liberty that characterized the struggle of the American Revolution.

The Fire Island Light Station, protecting a major maritime approach to New York Harbor, embodies the ethic of life-saving and the evolution of communication and navigation.

The constantly changing nature of barrier islands is a dramatic example of how dynamic natural processes create diversity and stability.

Fire Island National Seashore is an ongoing experiment exploring how people can live and recreate responsibly in a complex and dynamic barrier island environment.

The Fire Island Wilderness and the Sunken Forest provide opportunities to millions of urban and suburban visitors for exploration, discovery, recreation, and solitude.

Fire Island National Seashore provides a window into an isolated maritime environment characterized by distinctive island communities dominated by the dangers and opportunities wrought by the sea.

The diverse cultural resources of the William Floyd Estate provide a dynamic moving picture of over 250 years of one influential American family's life.

Great Sand Dunes National Monument

Set of Significance Statements

Great Sand Dunes National Monument contains the tallest dunes in North America (over 700 feet high) and one of the most complex dune systems in the world created by the continuing interaction of wind, sand, and water.

The dunes are an internationally significant high-altitude, seasonally cold climate eolian system.

The creeks that flow near the dunes support a consistent surge flow that is a unique hydrologic phenomenon.

The monument's 38,000 acres support a great diversity of plants and animals, spanning desert to montane life zones.

The dunes represent a unique high desert habitat that supports at least three known endemic insect species: the Great Sand Dunes Tiger Beetle, a species of Darkling Beetle, and an unnamed Flower Beetle.

The park provides a unique opportunity for recreation and play without fear of damage to the dunes or adjacent water resources.

The unexpected combination of massive dunes surrounded by alpine peaks, a desert valley, and creeks flowing on the surface of the sand make Great Sand Dunes a unique American landscape that inspires an emotional response.

Great Sand Dunes has been identified as an area of special importance by people of various cultures.

Great Sand Dunes is situated along a major historic route into the San Luis Valley.

Great Sand Dunes contain rare Clovis/Folsom archeological sites and the largest known stand of culturally scarred ponderosa pine.

The landscape of Great Sand Dunes National Monument and the extensive surrounding areas characterized by

vast, primitive mountains and rural rangeland offer a rare opportunity to experience this national treasure in a harmonious setting.

Great Sand Dunes National Monument, particularly the backcountry, offers exceptional solitude, quiet, and an unspoiled day and night sky dome. These exceptional values are further complemented by the current levels of visitation, which have resulted in a spacious and uncongested experience.

Set of Primary Interpretive Themes

The unexpected combination of massive dunes surrounded by alpine peaks, a desert valley, and creeks flowing on the surface of the sand makes Great Sand Dunes National Monument a unique landscape that inspires awe, mystery, and wonder.

Though the active dune field appears stark and empty, Great Sand Dunes National Monument is actually a rich and complex environment with a great diversity of plants and animals living in a variety of distinctive natural communities, creating opportunities for unique experiences, personal exploration and recreation, scientific discovery, and enjoyable learning.

The tall dunes and the life they support are the most visible indicators of the health of an ecosystem that extends far beyond monument boundaries; to protect the ecological health of the park, Great Sand Dunes National Monument must partner with the larger community in managing the whole.

Just as human survival is dependent upon water, this complex, dynamic dune ecosystem, with its distinctive geological and biological character, is dependent on the area's rare, fragile, and pristine water system for its continued existence.

The same physical characteristics that influenced the formation of the sand dunes created a major cultural crossroads, resulting in a landscape of special significance to many people over thousands of years.

Harpers Ferry National Historical Park

Set of Significance Statements

The geography of the Harpers Ferry area (including the “gap” and confluence of the Potomac and Shenandoah rivers in the Blue Ridge Mountains) has made this a key travel, trade, and communications crossroads (trails, highways, canals, and railroads) from the times of earliest human inhabitation by American Indians through the present.

The challenges and opportunities provided by the terrain and natural resources at Harpers Ferry, including the abundance of waterpower and mineral ores, spurred it to be a nationally important center for technological experimentation, innovation, and invention.

Upon the recommendation of President George Washington, Harpers Ferry was designated by Congress as a Federal Armory in 1796.

Harpers Ferry preserves the site of John Brown’s raid of 1859 — an epic event in opposition to slavery, precipitating the Civil War.

The speech made by Abraham Lincoln at Cooper Union in New York City regarding John Brown’s raid on Harpers Ferry was a crucial factor in his selection in 1860 as the Republican candidate for President of the United States.

The first property damage in Virginia attributable to the Civil War occurred in Harpers Ferry.

During the Civil War, Harpers Ferry served as a fortified and defensible “bastion” to the Union capital at Washington, D.C.

As a result of its strategic location, the citizens of Harpers Ferry suffered under almost continuous military occupation (by both North and South) and restrictive martial law throughout most of the Civil War.

Harpers Ferry’s fall to Confederate General Stonewall Jackson, as part of the Maryland Campaign of 1862, was the largest surrender of United States troops during the Civil War.

Harpers Ferry served as a staging and supply area for General Sheridan’s Shenandoah Campaign.

Harpers Ferry became a primary theater in the waging of and opposition to guerrilla warfare as a predominant tactic for destroying the war-making capabilities of the opponent.

The Harpers Ferry Armory was the first instance in the history of the world of developing and using interchangeable machine parts in mass manufacturing, and documents many of the social changes attendant with that cultural shift.

The Lewis & Clark expedition was supplied with key arms technology from Harpers Ferry.

Harpers Ferry preserves a historic landscape of such importance that it is a Historic District on the National Register of Historic Places. The longevity of preservation activity at Harpers Ferry documents the evolution of the national preservation ethic and its methodologies.

The cultural resources of Harpers Ferry document an outstandingly broad range of the African-American experience — from the slavery of Colonial times to the Civil War and abolition to the continuing march toward Civil Rights today.

The park preserves the campus of Storer College; one of the first institutions of higher learning for freed slaves established during Reconstruction, and where Frederick Douglass served as one of the founding trustees.

In 1906, Storer College was the site of the second Niagara Movement Convention, where W.E.B. DuBois devised the first modern philosophy and strategy for civil rights that led to the formation of the National Association for the Advancement of Colored People (NAACP).

Harpers Ferry National Historical Park enjoys a special relationship with the Harpers Ferry Design Center and Stephen T. Mather Training Center by serving as a national proving ground for research, development, and training in resource preservation and interpretation.

Set of Primary Interpretive Themes

The physical and historical geography of the Harpers Ferry area demonstrates how landscapes shape human history, and how human endeavors profoundly affect natural landscapes — a powerful reminder that the actions of today determine the opportunities of tomorrow.

The invention of interchangeable parts in arms manufacturing at the Harpers Ferry Armory provided unprecedented momentum to the Industrial Revolution, forever changing the human experience and intensifying the ongoing dialogue regarding the costs and benefits of technological innovation.

The cataclysmic impact of John Brown’s raid, followed by the intense and pervasive impacts of the Civil War on the community of Harpers Ferry and the nation, provide myriad insights into the violent, transformative reality of war.

The history of Harpers Ferry chronicles many critical milestones and issues in the continuing struggle to achieve the American ideal of freedom and equality for all.

The history of Harpers Ferry weaves together many common threads in the tapestry of 18th, 19th, and 20th century America enabling a deeper understanding of the roots of the great American experiment, and providing important context for the challenges and opportunities facing us today.

Hawai'i Volcanoes National Park

Set of Significance Statements

Hawai'i Volcanoes National Park features Mauna Loa and Kilauea, two of the most active volcanoes in the world.

Mauna Loa — measured from its base deep beneath the surface of the sea to its peak — contains more material by volume than any other mountain on Earth.

The unusually high degree of approachability to the park's active volcanism affords opportunities for fundamental and detailed research not duplicated (or even approached) in any other park in the world, offering relatively safe experiences with lava flows, fountains, and other products of active volcanism.

The long history and collaborative nature of the research performed by the USGS Hawai'i Volcano Observatory and others at Hawai'i Volcanoes National Park have made Mauna Loa and Kilauea among the most studied and best understood volcanoes in the world.

Hawai'i Volcanoes National Park provides critical living space in a wide variety of ecological zones for the highly endemic native biota, much of which is threatened or endangered, requiring active management of native and non-native species.

The diversity and importance of the cultural resources in Hawai'i Volcanoes National Park — and the protection of natural features and processes afforded by national park status — combine to make Hawai'i Volcanoes critically important to the perpetuation of traditional native Hawaiian religion and culture.

Hawai'i Volcanoes National Park encompasses the largest expanse of Hawaiian natural environment managed as wilderness, with the associated wilderness values of natural sounds, lack of mechanization and development, natural darkness, and opportunities for solitude.

The park's resources are so rare, valuable, and inspirational to all the people of the world that the United Nations has declared the park an International Biosphere Reserve and a World Heritage Site.

Hawai'i Volcanoes National Park protects the most extensive tract of protected montane tropical rain forest in the National Park Service.

The structural complexity and isolation of the Hawaiian Islands and their active volcanic setting makes them a world-class living laboratory of biogeography and evolution. The protected status of Hawai'i Volcanoes National Park lands offers important opportunities for this work to continue.

Set of Primary Interpretive Themes

The approachable, active volcanoes of Hawai'i Volcanoes National Park allow first-hand discovery of and connection with one of the most fundamental forces of our world — in both its creative and destructive roles.

The journeys of the Hawaiian people, who continue to inhabit these rich and diverse lands, include cultural clashes, adaptations, and assimilations that provide enduring lessons about human resourcefulness, interdependence, and respect for the life of the land.

In Hawai'i, active volcanism created an isolated home for a few immigrant species that gave rise to a rich yet fragile endemic biota; due to the accelerating change brought about by human actions, much of that unique heritage continues to be lost to extinction, challenging all of us to learn from the past and work together to preserve the remaining native plants and animals.

Kilauea, the home of Pele, is sacred to many Native Hawaiians: it is a place of birth and the well-spring of many spirits and forces; the active volcanism, the features of the terrain, and the plants and animals that live there are all important to Native Hawaiian sense of identity, unity, and continuity.

Hawai'i Volcanoes National Park provides an opportunity for people to experience the values of Hawai'i's diverse wilderness; the park's designation as a World Heritage Site and International Biosphere Reserve attests to its importance as a benchmark for monitoring environmental change.

**INDIANA DUNES NATIONAL LAKESHORE
LONG RANGE INTERPRETIVE PLAN
FOUNDATION WORKSHOP, Day 3
March 5, 2010
WORKSHOP NOTES**

Introduction. The third and final session of the Foundational Elements workshop of the Long Range Interpretive Planning Process (LRIP) for Indiana Dunes National Lakeshore was held 9:00 a.m.-4:00 p.m. on Friday, March 5, 2010, at the Indiana Dunes Environmental Education Center.

Difference between significance statements and primary interpretive themes. The group distinguished the two as follows:

What are significance statements? *Place-based* statements of fact that tell us why the park is special, unique, extraordinary, outstanding, exceptional or superlative.

What are primary interpretive themes? Statements that tell us why the park matters.

Participants. Participants included:

NPS - Harpers Ferry Center
Indiana Dunes National Lakeshore
Dunes Learning Center

Revised significance statements. Significance statements revisited on Day 2 were revised as follows:

11. Indiana Dunes National Lakeshore is the birthplace of American ecology, the place where Henry Cowles, the “father of ecology” described ecological succession for the first time. The park remains the textbook example of the process, with all stages of dune succession visible within a short distance.
12. Indiana Dunes National Lakeshore provides unique opportunities for observing and understanding how Lake Michigan was created and how dunes are formed.
13. Access to the lakeshore at Indiana Dunes National Lakeshore provides opportunities for understanding today’s Lake Michigan as a vital national resource, as well as a place of recreation.
14. Indiana Dunes National Lakeshore’s soaring dunes tower above Lake Michigan, creating an extraordinary visual effect.
15. The proximity of a wide variety of ecosystems, including lake, shore, dunes, wetland, bogs, fens, marshes, woodlands, climax forest, prairies, oak savannah, and rivers, at Indiana Dunes National Lakeshore provides visitors with an unusual opportunity to observe an extraordinary degree of ecological diversity within a single park.
16. Indiana Dunes National Lakeshore is an ecological crossroads for plant diversity, featuring an outstanding 1,400 different plant species within its 15,000 acres, many in unique combinations.

17. The human-altered landscape of Indiana Dunes National Lakeshore tells the story of 10,000 years of settlement and urbanization, from the earliest native people to agricultural development to urbanization to industrial development to the environmental conservation movement to restoration of natural areas to “green” conversions and sustainability initiatives.
18. Indiana Dunes National Lakeshore, in effect among the first urban initiative parks, provides opportunities for millions of urban dwellers to experience outstanding and varied outdoor recreational activities, access to Lake Michigan beaches, and scenic beauty within a few miles of their homes, and marks a pioneering effort to bring national parks to the people.
19. The beauty of Indiana Dunes, shared by artists of many kinds, helped inspire people to save the park and continues to inspire artistic creativity, lift spirits, and foster stewardship.
20. The location of Indiana Dunes National Lakeshore amid industry and commerce and within an hour’s drive of the third largest metropolitan area in the country demonstrates the ongoing national struggle between the needs of urbanization, industry and conservation.

Primary interpretive themes. The group drafted the following themes:

1. Factors that include geological processes, climate, weather, and geographical location came together at Indiana Dunes to create remarkable species diversity within a variety of ecosystems, providing outstanding opportunities to appreciate the rich ecological relationships that nurture and sustain our civilization.
2. Beginning a legacy of scientific inquiry and education that continues today, Henry Cowles, a botanist from the University of Chicago, published an article, entitled "Ecological Relations of the Vegetation on Sand Dunes of Lake Michigan," in the Botanical Gazette in 1899 that brought international attention to and inspired the effort to preserve the intricate ecosystems existing on the dunes. Research at Indiana Dunes National Lakeshore is increasingly vital, helping us address current threats to our world that include human impact both locally and globally.
3. The cultural resources of Indiana Dunes National Lakeshore demonstrate a wide range of land use strategies over more than 10,000 years, revealing the dynamic relationship between humans and the environment and our changing perceptions of the value of natural environments, and guiding us to decisions that are vital to our survival.
4. Situated close to one of America’s largest metropolitan areas, Indiana Dunes National Lakeshore provides a natural setting for millions of people to experience scenic beauty, artistic inspiration and recreational opportunities, reminding us of the costs and benefits of urbanization, and of our need as humans to seek renewal of body, mind and soul.
5. Indiana Dunes National Lakeshore, the scene of intensive public interest and passion regarding its preservation for over 100 years, demonstrates the national struggle between the needs of urbanization, industry and conservation, reflects the historical national and state park preservation movement, and serves as both model and “cautionary tale” in the fields of resource acquisition, preservation and restoration.

Management objectives for the Indiana Dunes interpretive program. Superintendent Costa Dillon articulated management goals, objectives and desired outcomes for INDU’s interpretive program. Some goals

are directed outward, toward creating an impact outside the park's boundaries, while others are inner-directed, impacting the park's on-site interpretive services and their audiences.

1. Community-directed goals. The community surrounding INDU does not value or benefit from the presence of the park as it might. Support in terms of both advocacy and donations of land and money is minimal. The number one goal for the park's interpretive program is to help people understand the value of the resource, its relationship to larger issues like climate change, fitness, and sustainability, and the need for its protection.

- The park is at risk due to human impacts, including:
 - Zoning/development not designed to protect park boundaries.
 - Pollution
 - Invasive species
 - Etc.
- The park's integrity depends upon the support of the community and the region. Interpretation should be the park's best tool to communicate this message to local people, business leaders, governments and elected officials and prompt them to political and community action. Priorities:
 - Identify missing or under-served audiences; refocus priorities from in-park, curriculum-based education programs to programs that take interpretation to the people.
 - Attract local/regional volunteers who will help spread the message.
 - Foster a climate of partnering to achieve community goals (not just park goals)
 - Create the park's own visitor center in order to help establish a stronger park identity, provide a focal point for community interests, and promote the importance of the resource.
 - Encourage area CVBs to invest in INDU.
 - Broaden the audience by placing interpreters at Chicago venues like the Art Institute, Botanical Garden, and Field Museum.
 - Make the park's new "boat ambassador" a visible presence on Lake Michigan.
 - Look for advertising sponsors like Coke (park graphics on Coke machines).
 - Create airport exhibits to promote the park.

2. Inner-directed goals. The interpretive program should enhance resource protection, help reduce human-impact damage, and strengthen park identity through its messaging.

- Integrate interpretation into the park's mission to protect and preserve.
- Use interpretation to strengthen park identity and the ability of visitors to orient themselves. Priorities:
 - More signage at park boundaries.
 - Improve basic information at trailheads.
 - Treat the park as a unit rather than a set of separate "franchises."
 - Plan interpretive programs/tours that reinforce the idea of the park as a whole unit (example: driving tour of dune formation or 190 years of the history of the American single-family dwelling).
 - Identify the resources and techniques the park is not using.
 - Create new media-based programs to target new audiences.
 - Identify partners to support high-tech programming.

Desired visitor experiences. Statements of desired visitor experiences describe how the park's interpretation and education program facilitates physical, intellectual, inspirational and emotional experiences for visitors. They guide the development of interpretive services that will facilitate the connections visitors want to make with park resources. The group developed and ranked a set of desired visitor experiences, but also look forward to the perspectives of "actual" visitors, whose opinions will be solicited at Saturday's (and subsequent) public meetings.

The desired visitor experiences (in ranked order) were:

- Visitors want to foster the appreciation of nature for their children (6 votes)
- Visitors want to hike through the dunes to the Lake (4 votes)
- Visitors want a safe, family-oriented place to experience a variety of beach activities – playing, kayaking, picnicking, swimming, hiking, eating -- with family and friends(3 votes)
- Visitors want to participate in rewarding educational and volunteer service experiences that allow them to contribute to something larger while learning something new about the resource (3 votes).
- Visitors want to learn about the effects of climate change and other important critical issues in an engaging way with interesting scientists or inspiration motivational speakers (3 votes).
- Visitors want to explore the park's wetlands (3 votes).
- Visitors want to swim in Lake Michigan (2 votes).
- Visitors want to exercise outside a gym: bike, swim, walk, kayak (2 votes).
- Visitors want to take a hike with a ranger (2 votes).
- Visitors want to be left alone (2 votes).
- Visitors want to experience quiet and the sounds of nature (2 votes).
- Visitors want to see wildlife easily, if they do not or cannot walk for more than one block (2 votes).
- Visitors want to see park wildlife and watch birds (1 vote).
- Visitors want to see how the dunes were formed (1 vote).
- Visitors want to share time with others while in the park (1 vote).
- Visitors want to relive their childhoods through the enjoyment of a night campground program (1 vote).
- Visitors want to see a flowering plant that they have not seen before (1 vote).
- Visitors want to enjoy the outdoors and take advantage of the recreational opportunities such as hiking, kayaking, camping, swimming, etc. (1 vote).

Other statements included:

- Visitors want to learn about historic uses of plants.
- Visitors want to take photos of scenic nature.
- Visitors want to explore and photograph the dunes.
- Visitors want to see wildlife in the park.
- Visitors want to stand on top of Mt. Baldy.
- Visitors want to run up and down the dunes.
- Visitors want to take a walk on the beach.
- Visitors want to hike in the park.
- Visitors want to learn about interesting things that they see.
- Visitors want WiFi access spots to check their email (the only suggestion having to do with support facilities).

It is interesting to note that, in spite of considerable attention throughout the three days of the workshop that was directed toward the park's deficiencies in providing information and orientation, no desired visitor experience statements addressed these issues.

Audience sets. The basis for categorizing audiences (for the interpretation and education program) lies in whether or not a particular audience requires communication in a way that is distinct from that of the general park audience. Factors to consider include the life experiences of the individual or group, level of education, learning styles, language, cultural traditions, time available for interaction, and others.

The audience sets identified for Indiana Dunes National Lakeshore are:

- General audience

- Park neighbors, local and regional residents
- Recreational
- Beach goers
- Non-English speakers
- Special needs (who should be served through the principles of universal design)
- Curriculum-based groups
- Volunteers
- Urban dwellers, including metropolitan Chicago and Milwaukee
- Under-represented audiences, including African Americans, Latinos, Asians, and those of all ethnicities and communities who live in poverty.
- People with “nature deficit disorder”
- Families

Planning for public open houses. Open houses will take place on Saturday, March 6 in Gary and at the Visitor Center to elicit public input on the workshop’s deliberations. Preparations include:

- Background information to be available to the public
 - Large map of park
 - List of stakeholder organizations who have been invited to become involved in the planning process
 - Handout: NPS Organic Act; Park legislation, mission and purpose
 - Handout: Overview of CIP process (focused on interpretation) with project timeline
 - Handouts: Significance and themes from various other parks.
 - Sample LRIP
 - Digital frame with park images
 - Sign-in sheet that asks for email addresses.
- Ways to comment
 - Large sheets of paper with the significance and themes will invite comments via large post-it notes and ask if any were missed.
 - Other sheets of paper will ask what visitors would like to do or experience in the park.
 - Another will ask “Anything else you would like to tell us?”
 - Another: did we miss any stakeholders who should be involved?
 - Comment cards to fill in at the meeting or mail in later (table and chairs for comfortable writing).
 - Email address for comments (within two weeks); automated thank-you response to all emailers.
 - Website will also ask for comments.
- All comments will be collected, evaluated and posted to park website.

**INDIANA DUNES NATIONAL LAKESHORE
LONG RANGE INTERPRETIVE PLAN
FOUNDATION WORKSHOP, Day 3
March 5, 2010
WORKSHOP HANDOUTS**

1) Developing Statements of Desired Visitor Experiences

Developing Statements of Desired Visitor Experiences

What Do Visitors Want to Experience from their Park Visit?

Statements of desired visitor experiences describe how the park's interpretation & education program facilitates physical, intellectual, inspirational, and emotional experiences for visitors. These statements describe the experiences visitors would like to have when visiting the park (either in person or remotely).

With regard to visitors who experience the park via curriculum-based educational programs, these statements can also describe what educators, teachers, and students desire to experience from their park visit. These desired experiences are frequently derived from specific educational objectives due to the inherent needs of this subset of visitors.

How Does this Knowledge Inform the Planning Process?

The desired outcome of park operations is to manage visitor-resource interactions so that opportunities exist for the widest range of visitors to explore personal connections with park resources while ensuring that those resources remain unimpaired for the enjoyment of future generations.

In interpretive planning, *visitor experience considerations* are synthesized from statements of desired visitor experiences gathered through the general management planning process, specific park visitor studies, and the statements generated in the first comprehensive interpretive planning workshop (this session). Visitor experience considerations guide the interpretation & education program in developing interpretive and informational services that facilitate the connections visitors want to make with the resources of the park. Specifically, *visitor experience considerations* will be useful in determining what services might be most appropriate, why, where, and to what extent.

Questions to Assure Quality

Statements of desired visitor experiences must meet certain criteria to be useful in the planning process:

- The statements are written to emphasize expected outcomes or conditions.
- The statements are written in present tense.
- The statements are written in complete sentences.

The statements are subsequently ranked by workshop participants to indicate relative value to the interpretive planning process — What do the workshop participants think visitors would want to tell the core planning team as they develop the future interpretation & education program?

Example Statements

Based on the Draft CIP of Hawai'i Volcanoes National Park, 1999.

- Visitors want to experience the sights, sounds, and intimate feeling of the rainforest.
- Visitors want to be awed by the power of Kilauea and Mauna Loa.
- Visitors want to experience an active volcano and stand toe-to-toe with 2000-degree, flowing red lava.
- Visitors want to see the sunlight shining on the pahoehoe lava when it looks like fresh brownies — all shiny and folded.
- Visitors want to learn about, appreciate, and respect Hawaiians' special relationship with Pele and the volcano.
- Visitors want to be able to choose from a wide variety of interpretive programs and media.
- Visitors want to experience a cultural hands-on activity such as making a whistle from leaves.
- Visitors want to feel welcome and be able to select how to experience the park (ranger-guided walk or talk, night sky program, solitude, reading, hiking, etc.).
- Visitors want park rangers to be kind, patient, naturally warm, and friendly.
- Visitors want an opportunity to venture into the island's wilderness.
- Visitors want to have the opportunity to learn about natural processes that produced diverse flora and fauna.
- Visitors want to experience the sounds of nature (without helicopter noise or compressors).
- Visitors want to see and hear native Hawaiian birds in their natural environments.
- Visitors want an opportunity to escape everyday concerns and enjoy solitude.
- Visitors want to hear an interpreter talk about the history of Kilauea caldera.
- Visitors want to take home media of value (free or other).